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ABSTRACT

This report presents the conclusion of about 50 leaders in government, business, and education who met to consider the status and future of higher education in New Mexico. Following an executive summary, individual sections of the report address the following categories: the process of the roundtable; the current status of higher education in New Mexico (organization, governance, consumers, faculty, staff, and costs); evaluation of higher education's performance (identification of key challenges); and statewide goals for New Mexico that focus on workforce development, improvement of the standard and quality of living, improvement in educational attainment, and global competitiveness. Also defined are eight pillars for policy/program development upon which these goals rest: (1) an explicit client-centered policy framework; (2) clear state-level policy priorities with ongoing assessment; (3) funding linked to policy priorities; (4) strategies to utilize technology effectively; (5) active partnerships with business, government, and national laboratories; (6) effective long-range planning and accountability; (7) efficient and effective use of public resources; and (8) active partnerships among public schools, colleges, and universities. An appendix summarizes the history of public higher education in New Mexico, lists private and tribal educational institutions, and outlines roles and responsibilities of participants in the New Mexico system of higher education. (DB)

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NEW MEXICO ROUNDTABLE



REPORT ON THE FUTURE OF HIGHER EDUCATION IN NEW MEXICO

May 1998

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EXECUTIVE SUMMARY

Educational performance is a crucial element in New Mexico's capacity to prosper in the extremely competitive national and international economy. Our colleges and universities directly and indirectly contribute to the economic vitality of New Mexico, as they produce graduates with considerable intellectual depth and breadth, workers whose skills allow them to meet the demands of their employers, and first-rate research that helps to expand the boundaries of human knowledge. However, the demands upon our colleges and universities will grow tremendously during the coming decade, as they respond to several challenges:

- ▶ Adapting to the changing needs of the consumers of higher education, who are more likely to be older, working, and have parenting and family responsibilities.
- ▶ Adapting to the changing market place for higher education, which is increasingly competitive.
- ▶ Providing high quality educational services to a culturally diverse and geographically dispersed population.
- ▶ Maintaining and using effectively the existing fixed assets in higher education, while also investing in the development of new technologies to enhance quality throughout the teaching-learning process.
- ▶ Enhancing the educational achievement and performance of all New Mexico students, beginning with K-12 education and continuing through the community colleges and the universities. Particular emphasis must be given to New Mexicans within the bottom quartile of the statewide income distribution.
- ▶ Adapting to the fiscal limitations within the state appropriations process, and recognizing the range of demands on the State General Fund.

In responding to these challenges, we must maintain a clear policy focus on achieving four statewide goals:

1. Cultivating a competitive, high quality workforce;
2. Improving the standard and quality of living for all sectors of New Mexico society;
3. Increasing the educational attainment rates for all sectors of New Mexico society; and
4. Ensuring that New Mexico is competitive in the global market place.

New Mexico colleges and universities have a key role to play in achieving these statewide goals. Accordingly, the Roundtable recommends implementation of state-level policies and programs designed to ensure preeminence by New Mexico higher education in the transmittal of knowledge, research and innovation in the southwestern region of the United States, as well as within the nation as a whole. The state-level policies and programs should include at least eight pillars:

- Pillar I.** Higher education must work from an explicit, client-centered policy framework.
- Pillar II.** Clear state-level policy priorities are essential, with an on-going process to assess progress in achieving the priorities and reaffirming them as necessary.
- Pillar III.** Funding should be linked to the policy priorities, with financial incentives for the institutions to support short and long-term state policy goals.
- Pillar IV.** Strategies to utilize technology effectively are essential.
- Pillar V.** Active partnerships should be developed and maintained with business, government (federal, state, and local) and the national laboratories.
- Pillar VI.** Effective long-range planning and accountability should be maintained.
- Pillar VII.** Efficient and effective use of limited public resources is a necessity.
- Pillar VIII.** Active partnerships among public schools, colleges, and universities should be developed and maintained to promote an integrated K-16 system of education.

The Roundtable urges the Commission on Higher Education and the educational institutions to work together aggressively in the development and implementation of action plans to achieve each of these pillars and thereby move higher education to a position of preeminence in the region.

THE FUTURE OF HIGHER EDUCATION IN NEW MEXICO

During Fall 1997, a group of nearly fifty leaders of government, business, and education met to consider the status and the future of higher education in New Mexico. Identified as the ***New Mexico Roundtable on the Future of Higher Education***, the group was jointly convened by Representative Michael Olguin and Commission Director Bruce Hamlett, and facilitated by the New Mexico Commission on Higher Education (CHE) and the Western Interstate Commission for Higher Education (WICHE). The Roundtable reviewed a broad array of information about the state's economy, resources, and population. The Roundtable examined data on the structure and governance of higher education, enrollment, degree production, and costs of higher education in New Mexico and in neighboring states.

The Roundtable set as its objectives (1) to inform its participants about important demographic, economic, and educational trends facing the state and (2) to develop general agreements about policy priorities that should guide future actions, so that higher education can best meet the needs of the state and its citizens during the coming decade.

Process of the Roundtable

The Roundtable first met in September to consider extensive data pertinent to higher education in the state, to articulate strengths and weaknesses of the state's educational enterprise, to speculate on future trends and needs, and to agree upon a plan for the remainder of its work. A small subgroup of participants developed a summary of the first session, which served as a basis for continued discussion during a second meeting in November. This report is a distillation of information and recommendations developed during the November meeting and subsequently circulated for review by all Roundtable participants.

What is Higher Education in New Mexico?

This section of the report presents the Roundtable's condensed description of higher education in New Mexico, in its current organization and operation. The section is intended to provide concise statements of key descriptive facts that the Roundtable believes provide a basis for future policy decisions.

The Organization and Governance of Higher Education in New Mexico

New Mexico has 25 public campuses designed primarily to provide on-site instruction, delivered primarily by faculty employed by each campus. Among these campuses are:

- ▶ three research universities, each governed by its own board of regents appointed by the governor;
- ▶ three regional-comprehensive universities, each governed by its own board of regents appointed by the governor;
- ▶ ten branch community college campuses, or off-campus instructional centers,¹ each attached to one of the universities and governed by its board of regents, with the advice of a local advisory board;
- ▶ nine independently-governed community colleges or technical schools, each governed by a locally-elected governing board. (The Board of Regents of Northern New Mexico Community College is appointed by the Governor.)

In addition, several of these campuses operate satellite centers where instruction is delivered to students in community settings. A number of the institutions also are delivering course work electronically to a growing number of communities throughout the state.

Higher education in New Mexico is highly decentralized in comparison to most other states. The state's 25 public campuses are governed by fifteen independent boards, each with constitutional or statutory authorization, and each with its' own unique institutional mission. The Commission on Higher Education is statutorily charged with the responsibility of coordinating these campuses with regard to planning, funding, and reporting on various issues of statewide interest.

In addition to the state-funded campuses, New Mexico benefits from the presence of many independent, private, and tribal postsecondary institutions in the state:

- ▶ four regionally-accredited independent colleges are resident to New Mexico, offering a diverse array of programming at the undergraduate and master's degree levels;
- ▶ four Indian tribal institutions operate in New Mexico, three of which have regional accreditation;
- ▶ twenty regionally-accredited colleges and universities from other states have branches or offer programs within the state; and
- ▶ more than fifty private institutions are licensed by the CHE or by a particular occupational licensing board to prepare students for specific careers or to offer certificate and degree programs, some using non-campus-based instructional methods.

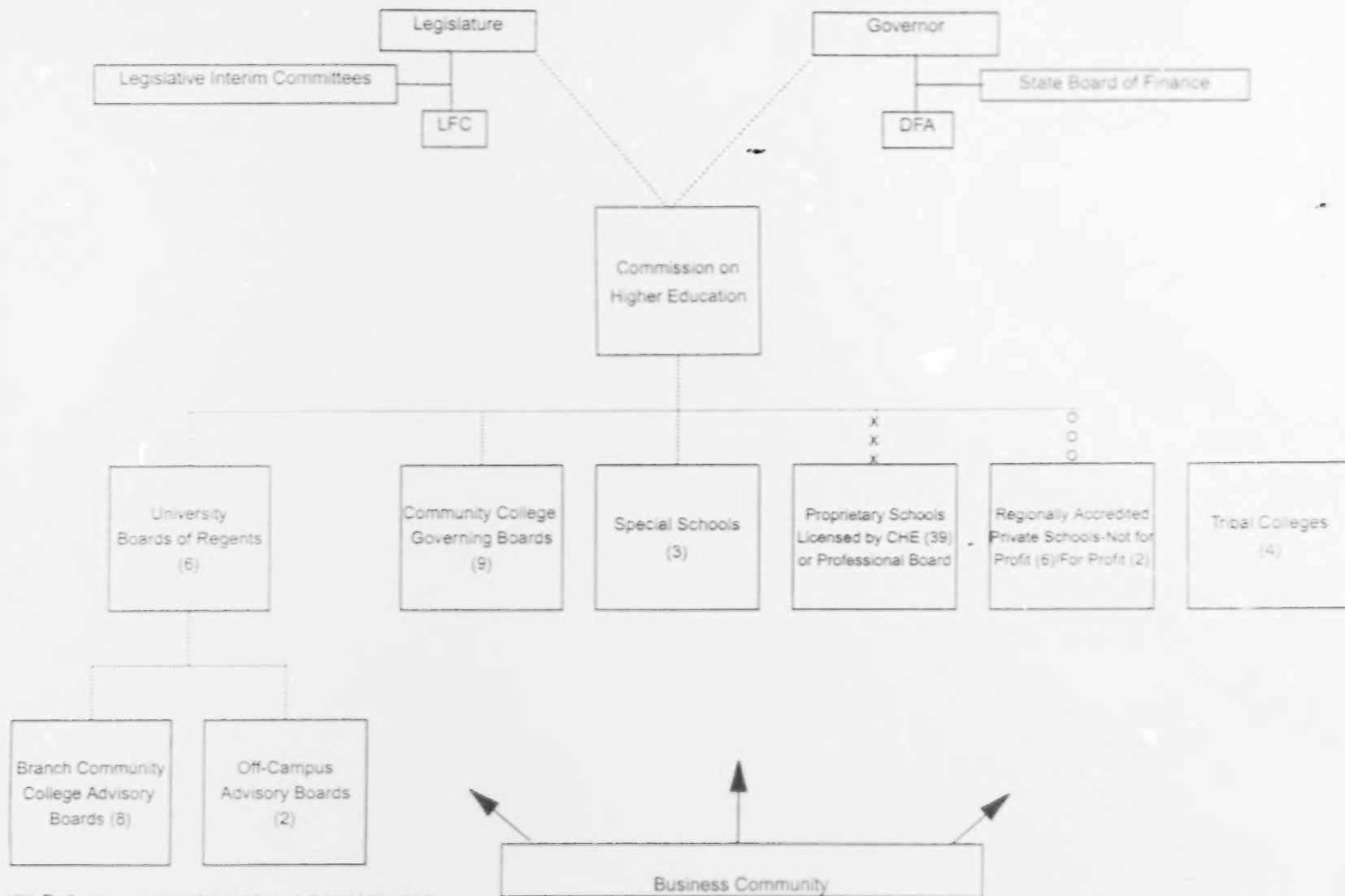
The names of these institutions are included in the appendix. All of these colleges and universities, including the private, public, independent and tribal institutions are integral parts of New Mexico's system of higher education.

The overall array of higher education institutions is illustrated in the organizational chart on the following page.

¹ Eight of the branches are statutorily authorized as branch community colleges and two as off-campus instructional centers.

Key Stakeholders in Higher Education

New Mexico Roundtable on the Future of Higher Education



XXX - The Commission reviews and issues a license to the proprietary schools.
 OOO - The Commission has no oversight responsibility of these institutions, which are exempt because of their regional accreditation.

The Consumers of Higher Education in New Mexico

Approximately 100,000 students (headcount) benefit from public higher education in New Mexico, annually. Additional students attend tribal and private institutions. New Mexico is more reliant upon its public institutions than are most other states: about 95% of all college students here are enrolled at public institutions.

Enrollment at the public institutions has grown an average of 5% per year over the past decade. During the past decade, enrollments in the community colleges have grown by about 200 percent, while enrollments in the universities have remained generally stable. As the annual number of high school graduates begins to increase in the next few years, and as institutions broaden options for accessing their programs, enrollment can be expected to continue to expand in the coming decade.

Approximately 50 percent of the students enroll on a part-time basis, with a majority of part-timers enrolled at community college campuses. As a result, the *full-time equivalent* enrollment at the state's public colleges and universities was about 64,000 in Fall 1997, with about 42% of the total enrolling at community colleges and 58% at the universities.

During the past decade, student enrollment has shifted to the community college campuses as points of entry for higher education. Of the 100,000 students currently attending public institutions, about 53% are enrolled at the community college campuses and 47% at the universities. But among those students who are enrolling for the first time ("first-time freshmen"), about 70% choose a community college campus as their point of entry. (Ten years ago, most first-time freshmen entered one of the universities.)

Today's college student is more likely to be older, working, and a parent than was the case in previous decades. The average age of students enrolled in New Mexico's public institutions is 30 years.

New Mexico's student population is one of the most ethnically diverse in the nation. About 56% of our postsecondary students classify themselves as White/Anglo, 33% as Hispanic, 7% as Native American, and 2% each as Black and as Asian in origin. Nearly 13,000 students earn certificates and degrees from public colleges and universities in New Mexico each year: about 4,000 associate degrees or certificates, 6,000 bachelor's degrees, and 3,000 graduate and professional degrees. However, as in past years, there is a disparity in persistence rates among racial/ethnic groups obtaining academic credentials, especially beyond the associate and certificate level: White/Anglo students earn about 56% of the associate degrees and certificates, 64% of the bachelor's degrees, 77% of the master's degrees, and 85% of the doctoral and professional degrees. (This pattern mirrors nationwide data.)

Of those students who enroll full-time as freshmen at a public university, fewer than half are likely to complete a baccalaureate degree program. For students entering in the late 1980s, about 45% of those who entered a research university completed a bachelor's degree within

eight years; fewer than 30% of those who entered a regional/comprehensive university completed a bachelor's degree within that time. These degree completion rates are low in comparison to those of other states.

Faculty, Staff, and Costs of Higher Education in New Mexico

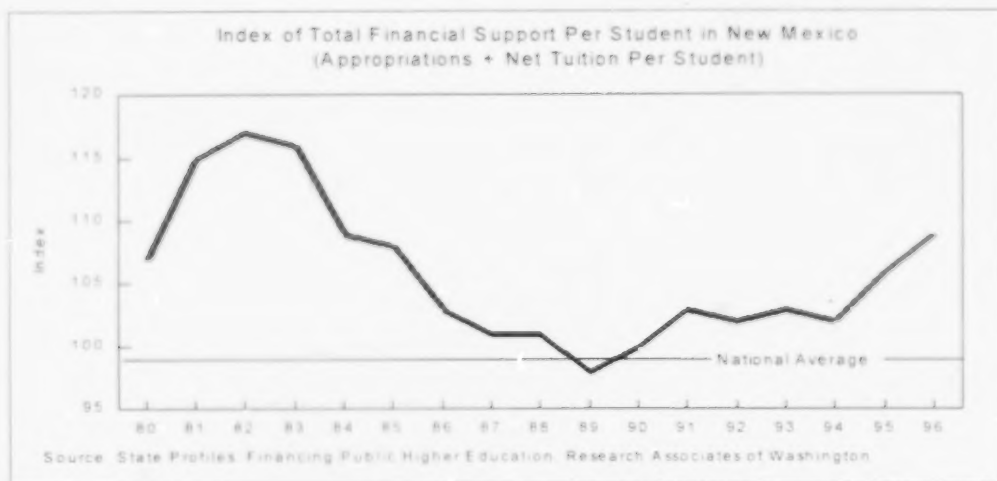
New Mexico's 100,000 students are taught and assisted by approximately 5,000 faculty members and 14,000 staff members of the state's public postsecondary institutions.

Faculty salaries at most of New Mexico's postsecondary institutions are lower than comparable salaries in other states, averaging about 90% of the salary levels at those institutions that the Commission on Higher Education has identified as peers of our campuses.

Tuition and fees paid by students in New Mexico are among the lowest in the nation. Combined tuition and fees average about \$2,000 per year for state residents enrolled full-time at the research universities, about \$1,600 per year at the regional/comprehensive universities, and less than half that amount at most of the community college campuses.

The state general fund appropriation for higher education in 1998-99 is about \$514 million, providing on average about 68% of the operating revenue for support of our public postsecondary institutions. The annual allocation of general fund dollars to higher education has tended to be about 17% of the total general fund appropriation. In 1997, the allocation for higher education dropped to 16.1% of the total general fund appropriation and, in 1998, it rose to 16.4%.

New Mexico tax payers provide a higher level of support for higher education than the national average. This conclusion is based upon analyses by Research Associates of Washington, using an index of total financial support per student (appropriations plus net tuition per student).



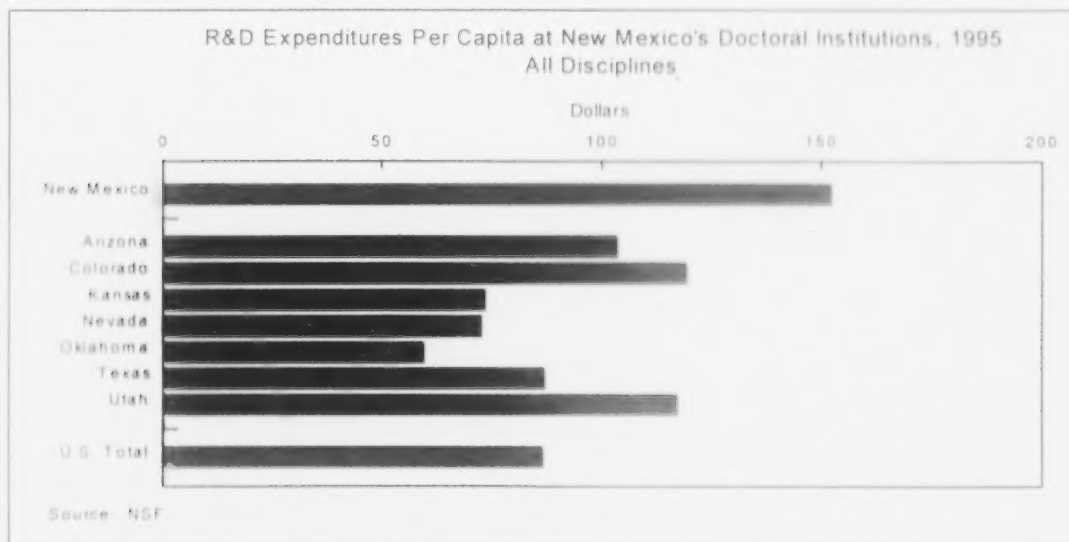
Evaluating Higher Education's Performance

As part of its review, the Roundtable debated the current performance of higher education in New Mexico, with the intent of identifying its most notable strengths and its most critical shortfalls. Respectively, these two lists provide concise summaries of the Roundtable's recommendations regarding assets to be protected and issues to be addressed in future policy decisions and state-level actions.

What does higher education in New Mexico do best?

The Roundtable noted three areas of outstanding strength for the state's institutions of higher education.

1. In graduate-level education, New Mexico's research universities are among the top-rated in the nation in terms of research and development expenditures, on a per capita basis and as a percent of gross state product. This high level of support for R&D is particularly evident in the fields of engineering and computer science. New Mexico's strong position on R&D results from high levels of revenue, per capita, devoted from all sources: federal, state/local, industry, and institutional funds.



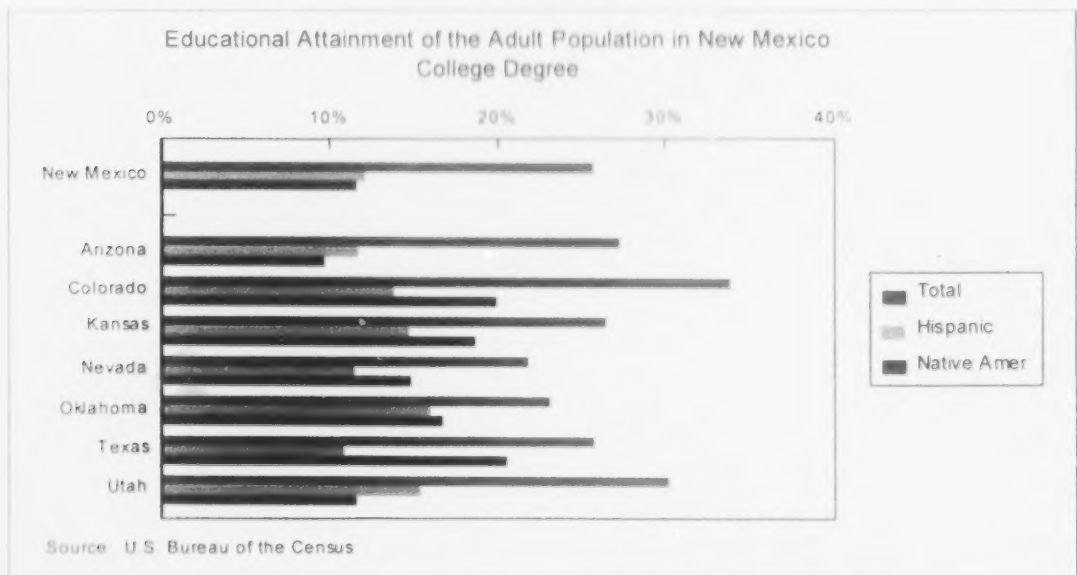
2. The number and distribution of college and university campuses has resulted in about 95% of the population living within 35 miles of at least one college or university campus, providing a high level of potential access to higher education for state citizens.

3. The rapid growth of the State's community and technical colleges has alerted New Mexico to the desires of its consumers and helped New Mexico to achieve a strong position in training for technical and trade occupations. As such, postsecondary education in New Mexico is well positioned to play an increasing role in support of economic development and workforce training throughout the State.

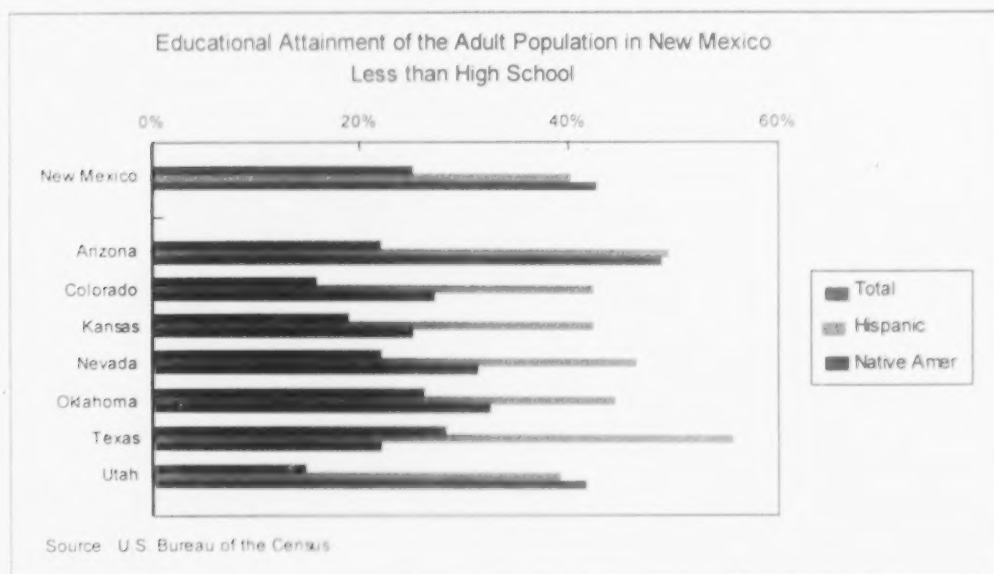
What does higher education in New Mexico need to do better?

The Roundtable noted three areas of weakness for the State's public colleges and universities.

1. As a State, New Mexico has not invested in quality of programming to the same extent that it has in access to higher education. The state's funding formula emphasizes access; the establishment of 25 campuses throughout the state has created an expensive delivery system; and there are few funding incentives to encourage high quality and measurable outcomes.
2. Our linkages between higher education and elementary/secondary education are weak. There is limited conversation between the two sectors of education. An ongoing planning process for K-16 needs to be developed which: a) links mutual goals and processes for achieving these goals; b) identifies continuing professional development of classroom teachers and school administrators as a key area for collaboration and improvement; c) focuses on educational technology, infrastructure and technological literacy skills; and d) improves partnerships with community colleges for career education and workforce development opportunities.



3. Although the diversity of the state's population offers unmatched potential for New Mexico to achieve educational quality and equity, that potential remains unfulfilled. When we compare our population with the enrollment and degrees awarded, we find that Hispanic, Native American, and Black students have lower rates of achievement than all students generally. Hispanic, Native American and Black students are less likely to complete a baccalaureate degree program than are Anglo students. Our state and its institutions remain challenged to find ways to make higher education truly responsive to the educational needs of all citizens.

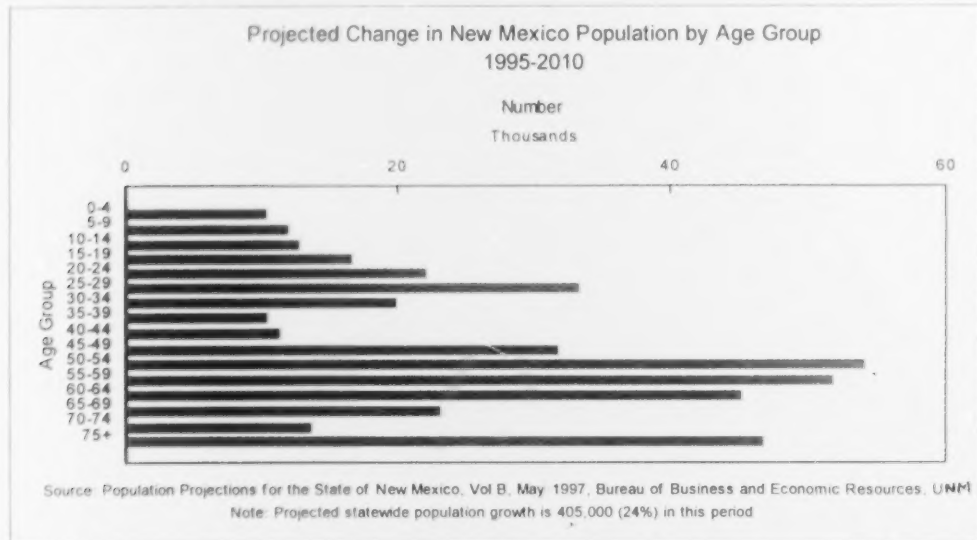


What are the Key Challenges to which Higher Education Must Respond?

Upon review of data comparing demographic information from six states (Arizona, Colorado, Utah, Nevada, Oklahoma and New Mexico), Roundtable participants identified the following trends that require a response from higher education in New Mexico:

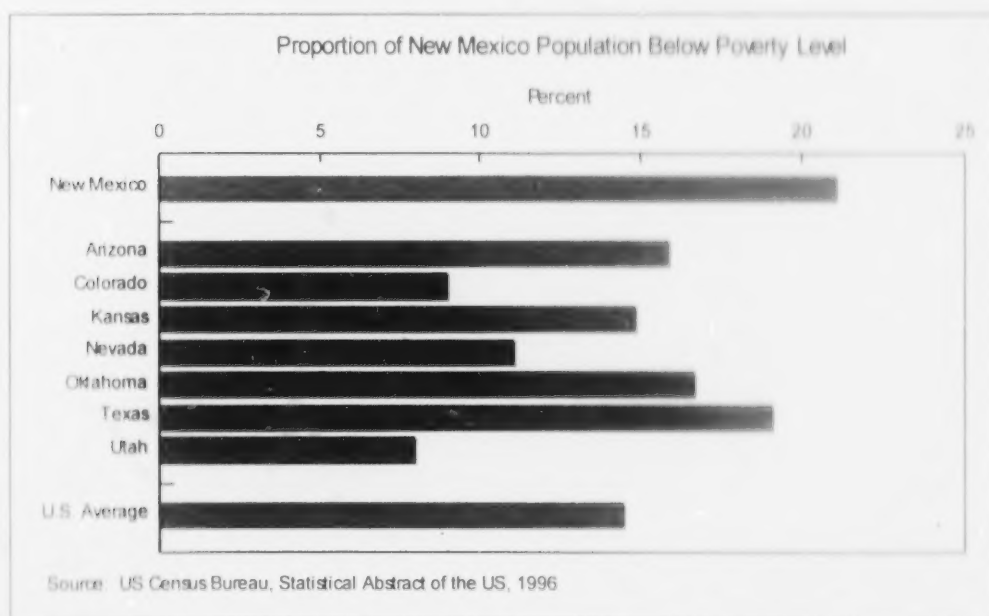
1. ***Adapting to the changing needs of the consumers of higher education.*** The average age of students enrolled in New Mexico's public institutions is 30 years. As such, in addition to providing services for traditional students, our public institutions must be prepared for students that are more likely to be older, working, and have parenting and family responsibilities. Course offerings and programs need to be provided through more flexible schedules. Furthermore, the training and retraining opportunities provided for individuals already in the workforce must be addressed. During the next decade, the fastest growing age group in our society will be the 45-60 year old adult, who will

need retraining opportunities offered at a time and place most convenient for their work schedules.



2. ***Adapting to the changing market place for higher education.*** New Mexico must now compete in a global marketplace, and New Mexico higher education has a key role to play in training a workforce that is competitive worldwide. The colleges and universities must provide quick and effective responses to employers in the training of students and retraining of the workforce.
3. ***Providing high quality educational services to a culturally diverse and geographically dispersed population.*** Because of the geographically dispersed population of New Mexico, campuses have been established across the state to ensure access to postsecondary opportunities for all residents, regardless of their place of residence. This is evident by the twenty-five public postsecondary institutions scattered throughout the State. The challenge now is to use technology to enhance the quality and the range of programs available to residents in the rural communities. Additionally, the significant cultural diversity of our population requires a high level of flexibility and recognition of different learning styles by our institutions in the educational programming and services they provide. Institutional responsiveness in this area must be enhanced and expanded to include more New Mexicans.
4. ***Maintaining and using effectively the existing fixed assets in higher education, while also investing in the development of new technologies to enhance quality throughout the teaching-learning process.*** Our public colleges and universities currently own 14.9 million square feet of building space, with a \$1.65 billion replacement value. We must work to adequately maintain this physical infrastructure while also thoughtfully investing in new technologies designed to enhance the teaching/learning process in both on and off-campus settings.

5. ***Enhancing the educational achievement and performance of all New Mexico students, including K-12, community colleges and universities, as well as residents within the bottom quartile of the statewide income distribution.*** Education is directly linked to the economic vitality of any state. As the data indicate, New Mexico experiences a low educational attainment rate among a significant proportion of the population. If we are to improve the economy of the State, as well as the quality of life and income potential of our residents, we must improve the educational attainment and performance of all New Mexicans, with a particular focus on the 22 percent of our population that lives below the poverty level. Furthermore, we can not ensure a high-quality education for all K-12 students if we do not work to provide a quality education for individuals as they prepare to be public school teachers and administrators.



6. ***Adapting to the fiscal limitations within the state appropriations process, and recognizing the range of demands on the State General Fund.*** New Mexico higher education currently receives approximately 16% to 17% of the State General Fund each year. Recognizing that the portion of the state budget that higher education receives is not likely to increase dramatically, our public institutions must work to ensure that the services they provide are of high quality, and that they operate effectively and efficiently. Wherever possible, we must better utilize our resources and identify alternative revenue sources to support our State's educational opportunities.

Statewide Goals for New Mexico

The Roundtable participants identified four important statewide goals for New Mexico that higher education plays a role in achieving:

1. Cultivate a competitive, high quality workforce;
2. Improve the standard and quality of living for all sectors of New Mexico society;
3. Increase the educational attainment rates for all sectors of New Mexico society; and
4. Ensure that New Mexico is competitive in the global market place, through increased literacy rates of the entire population, improved math, science and technological skill levels, increased technology literacy, and an understanding of the international market place, including knowledge of various cultures.

For New Mexico's postsecondary institutions to participate in achieving these statewide goals, we must all operate within an over-arching premise that ensures **preeminence by New Mexico higher education in the transmittal of knowledge, research and innovation in the southwestern region of the United States, as well as within the nation.** With this goal in mind, we must move ahead in a collaborative manner that considers the uniqueness of each institution as we plan for the needs of our students and the demands on higher education in the coming decade.

Pillars for Achieving the Goals for Higher Education in New Mexico

The development of this planning framework for higher education by Roundtable participants includes eight pillars, which we must incorporate into our system of higher education in order to achieve the statewide goals identified for New Mexico. Each pillar is interconnected to the other, requiring a multi-level implementation in the planning, operating and funding of higher education by institutions and policy makers. In order to prepare New Mexico for the challenges of the future, we have to work together to achieve the "preeminence in higher education" necessary to reach our goals.

Pillar 1. Higher education must work from an explicit, client-centered policy framework. This requires each institution to consider its unique mission, priorities and the needs of their clients. To accomplish this, institutional policy makers must ask serious questions as to how their institution does business.

- Questions:
- a) Who are our clients?
 - b) How do we decide what they need?
 - c) What are the institution's priorities?
 - d) What does the institution do well, within its mission framework, and is this responsive to the needs of the clients?

Pillar II. Clarity of state-level policy priorities. An alignment must exist between institutional goals and state goals, and an on-going process must be established at the state level to identify and reaffirm state goals. A similar process must operate at the institutional level to define specific institutional goals.

Pillar III. Funding linked to the policy priorities. A flexible funding formula with incentives to support short and long-term state policy goals must be implemented.

Pillar IV. Effective utilization of technology. Higher education must have available the appropriate and current generation of technologies to serve students in all regions of the state and to enhance the quality of education and training at all education levels, both on and off campus.

Pillar V. Partnerships with business, government (federal, state and local), and national laboratories. Public colleges and universities must form active partnerships with private and public sector employers and community-based organizations to assure that the workforce needs of all sectors of our society are being met at the highest quality level.

Pillar VI. Effective long-range planning and accountability. Each of our public colleges and universities should maintain an on-going strategic planning process, and the Commission on Higher Education should develop and periodically update a state level higher education strategic plan. As a part of this institutional and state level planning process, each institution should periodically publish an accountability report on its success in achieving institutional goals, and the Commission, in collaboration with the institutions, should periodically report on progress in achieving state level goals.

Pillar VII. Efficient and effective use of public resources. Given the limitations on available state funds that can be used in the support of higher education, the system of higher education within New Mexico must identify and implement strategies to promote the most efficient use of limited resources, while also maintaining and promoting quality and access. The Commission on Higher Education, in collaboration with the institutions, should develop proposals that support effective collaboration and reduce unnecessary program duplication.

Pillar VIII. Active partnerships among public schools, colleges and universities to promote an integrated K-16 system of education. New Mexico's colleges and universities have a major role and responsibility in promoting quality in our public schools, particularly since most of the public school teachers and administrators are graduates of our colleges and universities. It is essential that the colleges and universities acknowledge the responsibility and devote more of the institutional resources to work collaboratively with the public schools in pre-service and in-service training for the teachers and administrators, and in developing a more seamless K-16 education system.

Next Steps for the Future

Now that we have identified the policy priorities for the future of higher education, we must begin to work together towards achieving these goals. The Commission on Higher Education and the educational institutions should continue the dialogue established through the Roundtable process. Additional meetings should be held to develop in more detail the specific components of an action plan to achieve each of the pillars. Through these activities, it is the hope of the Roundtable that the many policy players will come together to determine the best course of action for improving the educational services and programs provided throughout the State's educational system, to the benefit of the State's economy and residents.

APPENDIX

HISTORY OF PUBLIC HIGHER EDUCATION IN NEW MEXICO

1912 New Mexico State Constitution

Date Established

New Mexico State University	1888
New Mexico Institute of Mining & Technology	1889
The University of New Mexico	1889
New Mexico Highlands University	1893
Western New Mexico University	1893
Eastern New Mexico University	1927
Northern New Mexico Community College	1909
New Mexico Military Institute	1891
New Mexico School for the Deaf	1887
New Mexico School for the Visually Handicapped	1903

1957 Branch Community College Act

A branch community college is a two-year institution, governed by a parent four-year institution, that includes the first two years of college education or organized vocational and technical curricula designed to fit individuals for employment in recognized occupations (see 21-14-1 NMSA 1978).

New Mexico State University Branches

NMSU-Carlsbad	1950
NMSU-Farmington (later became San Juan College)	1956
NMSU-Alamogordo	1958
NMSU-Grants	1968
NMSU-Dona Ana (Las Cruces)	1973

University of New Mexico Branches

UNM-Gallup	1968
UNM-Los Alamos	1980
UNM-Valencia	1981

Eastern New Mexico University

ENMU-Roswell	1958
ENMU-Clovis (later became Clovis Community College)	1961

1963 Community (Junior) College Act

A community college is a public two-year institution, governed by a locally elected board, which provides two years of training in the arts, sciences and humanities beyond the twelfth grade of the public high school curriculum or, in lieu of that training or in addition to it, two years of a vocational and technical curriculum and appropriate courses for study for persons who may or may not have completed the twelfth grade of public high school (see 21-13-2 NMSA 1978).

New Mexico Junior College	1965
San Juan College (formerly NMSU-Farmington)	1982
Santa Fe Community College	1983
Clovis Community College (formerly ENMU-Clovis)	1990

1963 Technical and Vocational Institute Act

Date Established

*A **technical and vocational institute** is a public educational institution, governed by a locally elected board, which shall provide two years of vocational and technical curricula and, in addition, some appropriate courses in the arts and sciences (see 21-16-2 NMSA 1978).*

Albuquerque Technical-Vocational Institute

1964

1967 Area Vocational Schools Act

*An **area vocational school** is governed by a locally elected board to provide the means whereby the State of New Mexico, in cooperation with school districts, can provide facilities for training and preparation of students for productive employment as technicians and skilled workers, and to more nearly equalize educational opportunity (see 21-17-1 NMSA 1978).*

Luna Vocational Technical Institute

1970

Mesa Technical College

1979

1982 Off-Campus Instruction Act

*An **off-campus instructional center** is a two-year institution, governed by a parent institution, that includes the first two years of college education or organized vocational and technical curricula designed to fit individuals for employment in recognized occupations (see 21-14A-2 NMSA 1978).*

UNM-Taos Instructional Center (formerly affiliated with Northern New Mexico Community College)

1982

ENMU-Ruidoso Instructional Center

1991

1997 Higher Education Institutions, Chapter 167

A new section of Chapter 21, Article 1 NMSA 1978 was enacted by the 1997 NM Legislature stating that no new public four-year institution can be created except as specifically authorized by law, and requires that any constitutionally created four-year institution desiring to initiate the establishment of a branch campus comply with the procedures set forth in the Branch Community College Act. It also directs the Commission on Higher Education to study the feasibility and benefit to the state of creating or establishing learning centers that broker postsecondary educational services.

*According to 5 NMAC 2.2, a **learning center** is a public organization whose purpose is to broker postsecondary educational services, but which cannot directly employ instructors to provide programs leading to degrees or certificates, which is governed by a community based governing board, and which is eligible to receive state support. Learning centers contract with program providers or course providers to offer services in the community [11/30/96].*

1997 Local Center - Western Governors University

The General Appropriations Act of 1997 includes the \$100,000 one-time dues for New Mexico's charter participation in the Western Governors University. As a participant, New Mexico is also committed to securing at least one full-service local center to provide local access to the services of the WGU, to connect provider institutions and students, and to furnish the necessary support services.

NAMES OF INDEPENDENT, PRIVATE AND TRIBAL INSTITUTIONS IN NEW MEXICO

Independent Institutions

College of Santa Fe
College of the Southwest
St. John's College
Southwestern College

Private Institutions

Academy of Alternative Therapies
Advantage Training Centers
AKP, LLC (Restaurant Service Training)
Albuquerque Career Institute
Albuquerque Travel Education Center
Aquila Travel Academy
The Art Center
The Ayurvedic Institute
Bolack Travel
Business Skills Institute
Century University
Crown Welding
Data Management Systems, Ltd.
Dental Auxiliary Training Academy
Eastern University
El Valle Technologies
Franklin College
Freeway Truck Driving School, Inc.
Hospital Services Corporation
Hypnosis Career Institute
International Schools
ITT Technical Institute

John Robert Powers School of Albuquerque
The Kentah Group, Inc.
Maharishi College of Vedic Medicine
Metropolitan College of Court Reporting
Mixers Bartending School
National Center for Montessori Teacher Training
National College of Midwifery
The National College of Phytotherapy
New Horizons Computer Learning Center, Inc.
New Mexico Institute of Technology
New Mexico School of ET Nursing
Parks College
PIMA Medical Institute
Rocky Mountain Truck Driving School
Santa Fe School of Court Reporting
Southwest Professional Bartending School
Thunderbird Recording School
Trim International Floral School, Ltd.
Westbrook University
Western Truck School
Zion University

Tribal Institutions

Crownpoint Institute of Technology
Institute of American Indian Arts
Navajo Community College - Crownpoint Center
Southwestern Indian Polytechnic Institute

ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN NEW MEXICO'S SYSTEM OF HIGHER EDUCATION

Governor

- ▶ Appoints members to constitutionally established Board of Regents at New Mexico's four-year institutions and Northern New Mexico Community College, the Governing Boards at New Mexico's special schools and to the Commission on Higher Education.
- ▶ Proposes operating budgets to the Legislature for each public institution annually.

State Board of Finance (SBF)

- ▶ Reviews and approves capital projects for public constitutionally established postsecondary institutions.

Department of Finance and Administration (DFA)

- ▶ Reviews and approves budget requests and operating budgets of each public institution annually.
- ▶ Reviews and approves operating budget of CHE annually.

Legislature

- ▶ Appropriates funding to each institution annually, both operating budget and capital projects.
- ▶ Determines state priorities in higher education through the annual budget process.
- ▶ Establishes state priorities and policy through statute, legislation, and memorials.
- ▶ Holds institutions accountable for the appropriate use of state funds and for the achievement of state policy priorities.
- ▶ Approves, through the Senate, all appointments to the constitutionally established governing boards and to the CHE.

Legislative Finance Committee (LFC)

- ▶ Proposes operating budgets for each public institution and the CHE annually.

Interim Legislative Committees

- ▶ Works with institutional representatives, the CHE, and other individuals interested in higher education on specific issues affecting higher education in New Mexico.
- ▶ Gathers information to educate members on the system of higher education in New Mexico and the opportunities, programs, and services they provide.

Commission on Higher Education (CHE)

- ▶ Conducts budget review and offers funding recommendations for the public colleges and universities and the special schools (NMSD and NMSVH), including operational and capital funding.
- ▶ Provides planning and coordination for all sectors of higher education.
- ▶ Reviews and approves new associate degrees at vocational-technical institutions and new graduate programs at public universities.

- ▶ Must review, approve and license private, for-profit and non-profit higher education institutions operating in New Mexico.
- ▶ Administration of certain federal programs for higher education and state funded student financial assistance programs.
- ▶ Maintain higher education information system.
- ▶ General responsibility for:
 - Setting a state policy agenda and serving as an advocate for change;
 - Special studies on issues such as tuition and fees, implications of technology for distance education, and student transfer and articulation;
 - Academic program review;
 - Statewide higher education information system.

Institutional Governing Boards or Board of Regents

- ▶ Establish institutional mission and purpose.
- ▶ Appoint and support the president in shared leadership.
- ▶ Monitor the president's performance.
- ▶ Insist on institutional long range planning.
- ▶ Approve budget requests, capital projects, and the institution's annual operating budget.
- ▶ Review educational and public service programs.
- ▶ Ensure adequate resources to meet institutional mission.
- ▶ Ensure good financial management of all aspects of the institution.
- ▶ Preserve institutional independence from unreasonable intrusion into the institution's operations.
- ▶ Relate the campus to its communities - serve as advocates for the institution to the community, state and nation.
- ▶ Hold the institution responsible to state and federal taxpayers.
- ▶ Serve as a court of appeals on certain matters, usually involving personnel or students.

Private Postsecondary Schools (Non-Profit, Proprietary, Tribal)

- ▶ Provide additional and alternative high quality educational opportunities to New Mexico residents and students.
- ▶ Ensure sound financial practices for their institution.

Public Schools

- ▶ Provide education to New Mexico students, age kindergarten through twelfth grade, to adequately prepare them for entry into the workforce or postsecondary education.
- ▶ Work with postsecondary institutions in the smooth transition of secondary students into postsecondary education.
- ▶ Work with the Colleges of Education at New Mexico's public four-year institutions to adequately prepare and train new public school teachers, as well as provide appropriate in-service training for existing public school teachers.

GLOSSARY OF TERMS

branch community college - a public educational institution which awards associate degrees and certificates and is established under a parent public university.

community college - a public educational institution which awards associate degrees and certificates, including training and educational programs in various disciplines.

comprehensive (regional) university - a public educational institution which provides associate, baccalaureate and masters degree programs, but not doctoral degrees.

funding formulae - a mechanism to provide funding recommendations for each public institution of higher education.

private postsecondary school - a for-profit or non-profit educational institution which provides various levels of educational programs and does not receive state funds for operating purposes.

public institution - an educational institution which is established through the State Constitution or by statute and receives state funds for the purposes of operating.

research university - a public educational institution which awards baccalaureate, masters, doctoral and professional degrees, and invests in research activities.

technical-vocational school - a public educational institution which emphasizes technical and vocational training and programs, and awards associate degrees and certificates.